

ISSUES & EVENTS

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Free entrerpriisers saved by public intervention!

A SIR GEORGE-ORIGINATED business aid project - designed to put weak businesses back on their financial feet - has itself been saved from financial collapse, thanks to a five thousand dollar boost from the Quebec government. And still more money, from provincial and federal sources, may be on the way, says Business Aid's coordinator Stephen Dufresne.

Dufresne says that if you don't got friends in the right places, you don't got the money; "That's what business comes down to", the coordinator says, "it's all who you know." Many good organizations are going under because they don't have this "pull" according to Dufresne.

He should know. He has spent most of the last twelve months scrambling for enough funds to keep his organization alive.

For Dufresne, and for Montreal Business Aid - a non-profit, student-staffed advisory service for small businessmen - the problem really began last May when Sir George "kicked us out" of the office that they had been using. Forced to relocate, the organization rented office space on St. Catherine St. and almost immediately ran out of funds. In order to keep going, Dufresne said, "we had to carry out a shotgun-approach campaign for money. Every day we sent out piles of letters asking for contributions."

By September the campaign had raised close to \$8000, and the Business Aid's board of directors decided to end it and allow the organization to concentrate full-time on its primary function. But the flow of money slowed to a trickle and by last January "we were in a tight situation for a couple of weeks. It really looked like Business Aid would have to close up. Promissory funds didn't come through and many people were more worried about what other people were giving, instead of what they should be giving. What it really came down to was a lack of quickness on people's parts."

But Business Aid was lucky. A quick appeal to the provincial government, engineered mostly, Dufresne said, by "pull", brought an immediate grant of \$5000 with the possibility of more help in the future. And negotiations are now proceeding with the federal government for additional funds to cover part of the operating costs of future expansions.

But, said Dufresne, "we're

not over the hump or anything yet. We may be over the immediate financial crisis but if we sit back and say, 'we're over the hump', Business Aid will go under." Sometime in



the near future, therefore, the group is planning a "full dress, formal fund drive with a figurehead who can attract do-

nations. It all comes back to our little thing - pull", Dufresne pointed out. If they had a retired bank manager, or someone of that sort, he feels, "someone who could call up a friend and say, 'Look, Dave, we need \$1000'", they could get the same results in 15 hours that would otherwise take three weeks.

Another of Dufresne's plans is for Business Aid to become self-sufficient in a matter of three to five years. "We're a non-profit organization," he said, "and we can't send a customer a bill for \$200, we can't even imply that they owe us \$200, but if the company wants to donate some money so we can help someone else, then we'll gladly accept it."

Right now, he said, "I still don't believe there's a lot of consideration given to the merit of our work when it comes to getting donations. Chances are that most applications never even get past the secretary, or they go to some Jo-Jo in the corner. Everyone's sitting back and waiting for everyone else and it's frustrating when you're trying to do something really worthwhile."

Montreal must do catching up

SMUG MONTREALERS, convinced that this city has it over Toronto in art, are in for a rude awakening according to Montreal artist John Fox. In the late fifties and early sixties, he said, "Montreal really had something. But now Toronto is more alive. There's more happening."

"I think," continued the part time lecturer, "that 10 or 15 years ago there was no comparison between Montreal and Toronto. It may have something to do with the whole economic thing - the fact that Toronto is a booming sort of place and there are a lot of people around who are interested in art, so art tends to get made there."

"It's true that Toronto is very commercial. After you walk around for a few days you begin to feel that the money thing is a bit too heavy. It's really what it's all about. But in terms of art, it's not as simple as that. It can be awfully difficult for young people working here, particularly

when they're not going to get any exposure at all. That's always been a big problem."

What about the Toronto police closing down ex-Georgian Mark Prent's shows for the second time in two years?

Fox: "I can't imagine that happening in Montreal because the French influence has always been a more liberal one. The Toronto thing is a kind of puritan hangover, that's all. I don't want to make too much of it."

Fox has just finished a show in Toronto's Marlborough Godard Gallery so we asked if he planned to move there himself.

"No," he said, "I've just

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Prof. takes beatin

The psychic debate continues with Roy Wise's call to reason losing ground to the crazies' call to adventure. We kick off with Malcolm Foster of English. Foster says he hates the word 'discipline' and writes:

Professor Wise of the Psychology Department, raises an interesting point in his long letter published in the March 21 issue of your paper. He seems to suggest that the only good physicist is one involved only in physics, the only good mathematician etc., etc., etc.

Is he aware that Albert Einstein was an accomplished violinist (for other reasons than testing the



tensile strength of cat gut and writing learned articles thereon), that Robert Oppenheimer was a poet of some note (he did not limit himself to the writing of formulae), that Stephen Leacock, the eminent professor of political economics at McGill University, occasionally stooped to the writing of humour, etc.? Or that Stephen Leacock, the eminent humorist, occasionally stooped to

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Strong words from Marlboro Country

Why I changed to Marlboro Contest

My reason for changing to Marlboro can be best expressed in the words of President McKinley: "I do not prize the word cheap. It is not a word of inspiration. It is the badge of poverty, the signal of distress. Cheap merchandise means cheap men and cheap men a cheap country." Marlboro, above all others, is the accepted cigarette of those who, like the Martyred President, do not prize the word "Cheap".

Robert M. Gardner, Dover N.J.
from an advertisement in Fortune,
January 1933.

teaching political economics and even wasted his time writing about such nonsense?

The principal difference between the drudging drones and the inspired few is that the latter usually do not apply "their full time to the discipline in which they are trained and hired to teach" — precisely those persons whom Professor Wise feels "should not be kept in a university."

True, there are goof-offs, people who are hired to teach, say, mechanical engineering, but devote the major part of their time to snuff-manufacturing, astrology, collecting old comic books, and writing symphonies for massed orchestra of kazoos, and who show up for class — if ever — stoned on nailpolish-remover. But is there not some distinction, however slight, between them and the Oppenheimers, Einsteins, Leacocks, and their ilk?

Must we really insist to faculty, "You must teach your discipline, (Jesus, how I hate that word!), think your discipline, eat your discipline, sleep your discipline — and have no other interest outside your discipline"?

I suggest that Professor Wise remind himself that Dr. Freud, Dr. Jung, etc. did not set themselves up as general practitioners, treating hemorrhoids and measles, as good doctors should, but dared to explore beyond the pale of their "discipline." He is, after all, familiar with them, being in the Department of Psychology.

Malcolm FOSTER
Department of English

Reader Linda Anderson sent us the following copy of her letter to Roy Wise:

I am a 32 year old former McGill graduate student who, after a great deal of thought and not a little anxiety decided against writing the thesis which would have given me an M.A. I found it impossible to confine my thought patterns to the limits dictated by the field of knowledge that I was studying. Your letter (Issues and Events, Vol. 5 No. 24) therefore, bears a particular meaning for me and I think I have earned the right to at least make a few comments.

It is difficult for me to really believe that knowledge of the human condition can be rigidly divided up within artificial academic boundaries like degrees, departments and universities and so become the exclusive property of certain people without resulting in some form of distortion of reality as a whole. Who can seriously claim to know where one field of knowledge leaves off and another begins? These structures have been set up by society for a purpose no doubt, but they are not decreed by a supreme being. Like all things made by man they are open to modification and as our society changes so must the institutions that serve it. Too often in his pursuit of higher degrees, the person starts to believe that the concept of a discipline is more important than the 'material' that actually makes it up, and further that this 'material' is somehow quite unrelated to the 'material'



of other disciplines. Human life unfortunately, is not so neat and tidy. It is extremely naive for anyone to make snap judgements about people whose course of action does not correspond to a familiar pattern. Perhaps the following quote is relevant. *Einstein The Life and Times* by R.W. Clark, p. 115.

He worked alone, or almost alone. His earlier papers had brought him into the physicists' world — or, more accurately, into contact with it by correspondence. But he had none of the stimulus of university life, he played no part in any scientific group or society. For all practical purposes he was a scientific loner, trying out his ideas not on the sharp minds of professional equals but on the blunt edges of the Swiss civil service.

This, while he was working on his relativity theory.

Your attack on Professors Smith, Rossner and the one who chose to remain anonymous gives the impression of a well-schooled but still largely uneducated mind in that you appear not to accept the idea that these lines of division not only can be crossed but should be crossed at times by those competent to do so. Is it not conceivable that the exchange of what is bound to be dissimilar view-points (since these men have different training and belong to different departments) might serve to enhance their research? For example, one cannot really know or appreciate his own language until he has studied another. Their efforts could have the effect of keeping them away from the danger of stultifying isolation and arrogance that is too frequently found in university departments and moving them towards a more integrating and open minded approach to the accumulation of facts and ideas. They can only be enriched by this diversity and so too their students.

Another point. The value of Sir George as I see it, lies precisely in the fact that it is not like McGill and vice versa. No two universities should be alike. You apparently prefer McGill. That is your privilege. Many people do not. And the choice here I do not think is determined all that much by intelligence or academic merit. Maybe status and the career opportunities that go with it plays a part.

The blunt and dogmatic tone of your letter Professor Wise is not worthy of one of your qualifications, but it is typical, and it is because of attitudes such as yours that I

am not a part of the university system, at least on an academic level.

Sincerely,
Linda E. ANDERSON

A science student says that researchers who know the answers before they begin can, with diligence, achieve godliness.

I read the "open letter to Rector" from psychologist and professor Roy Wise in "Issues and Events". I learned (and I hope my future employer will not) that I have been attending a Univer-

sity which "now has the reputation of being a superficial institution where students play ping-pong in the cafeteria, watch Monty Python's Flying Circus in the halls and sell handicrafts on the mezzanine. Serious students seem not to be impressed by this reportation. They still go to McGill for an education." Does the Rector agree with this? If 'yes' I wish I had heard that earlier and not one month prior to my graduation.

I also read that "physicists who do research based on 'sev-

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REPORTS

Senate on admission

Senate met March 22. Two main topics of discussion were the membership of Senate committees and admission standards for out-of-province students.

On committee memberships, R. Smith, who had submitted a minority report, said Faculties which would operate on both campuses should initially have representatives from both campuses. Also, there should be a Loyola Science representative and both Registrars. Memberships should be reviewed after two years. H. McQueen felt that, because Loyola had greater problems of adaptation, it would be wise to allow greater representation over a short period.

C. Davis opposed the minority report. Senate was dealing with permanent, not ad hoc, committees, and these should reflect the five-Faculty structure of Concordia. To obscure that structure could have harmful effects on the future. The debate that had occurred at Loyola showed that claims for a two-campus structure were not just for a transitional period. He felt the need for representation could be met through resource people being present at meetings. M. Despland added that, if proportionality were to become the criterion, SGW Arts had a good case for increased membership.

R. Breen supported the minority report as the best way to develop something new through effective dialogue. J.W. O'Brien raised the possibility of a new document which would recognize both basic structures and transitional needs. A. Berczi mentioned that there could be other campuses; a campus design was counter-productive. S. McEvenue said that the Loyola campus was not just space but 'a set of memories... social and historical connections... a matrix of life.'

It was finally agreed that Steering Committee should revise its reports in the light of this discussion and the still-awaited views of the other Faculty Councils.

The debate on admissions standards was based on the following motion from the Loyola Council: Whereas the Admission Standards at Sir George Williams University as outlined in the Collegial Calendar 1971, 72, 73, 74 require that an applicant from the Canadian Provinces must present satisfactory proof of graduation from high

school with an average of at least 60% (at least 50% in any individual paper) and;

Whereas, Loyola College requirements for Admissions are 60% in Arts and Commerce, 65% in Science and 70% in Engineering;

Be it resolved that the Admissions Office of Loyola Sir George require a minimum of 65% for admission to the Undergraduate Programme (120 or 90 credit) from all out of Quebec students:

Be it further resolved that discretionary powers on the part of the Admissions Officers in special cases be safe-guarded.

K. Adams pointed out that the real problem was a 75% requirement, jointly accepted by the Registrars' offices, for Ontario Grade XII entry into the Extended Credit Program. G. Haines said previous experience showed that students with 65% had a good chance of succeeding. J. Bordan drew attention to the lack of relevance of the reference in the motion to SGW collegial admission standards.

K. Adams then explained that the different treatment for Grade XII from Ontario was due to the fact that it was not a terminal secondary year, whereas it was in the other provinces. T. Swift said McGill made a similar evaluation. J. Doyle asked why, if Grade XII Ontario had to complete an extra 30 credits, we should also demand 75%? J.W. O'Brien expressed concern about the final paragraph; it could invalidate the whole policy of joint approval and consistency. J. Bordan said that data were not available to justify changing an established policy whether for one year or permanently. Adams noted that initially SGW wished to interpret the Senate requirement for "high academic standards" in line with McGill at 70-80%, and Loyola proposed 60%.

Finally, it was agreed to refer the matter back to the Registrars who could recommend any changes to the Steering Committee, which was empowered to act.

Senate approved the establishment of a joint major component in Women's Studies at SGW with the following courses: Nature of Women - Historic and Recent Attitudes; Women and Religion; Women in Western History; Sexual Differentiation and Identity; The Sociology of Sex Roles; Women and the Law.

SPREAD

JOB FUTURES

Evictions ahead for ivory tower scientists

How much do Canadian scientists use their education when they reach the labour force? That's one of the questions tackled by the Science Council of Canada's 1973 study, *Education and Jobs*. Trying to come up with a clearheaded view of what the job situation will be in the years ahead, the council based its study on questionnaires given to chemistry and physics honours graduates from 1954, 1959 and 1964.

Only about 40% of all three classes thought a degree in their specific field was necessary for their job. The majority - 80% - thought an honours program or education in some related field would do just as well. And one-quarter of the graduates found their undergraduate degree of little or no use. Considering that 43% of the three groups only do scientific work less than half the time, and that it's likely graduates of the 1970's won't be as well matched, education to jobs, as their predecessors, the council strongly recommends an overhaul in university programs.

Structured honours programs are increasingly indefensible and even the existence of physical science majors should be re-examined, conclude authors A.D. Boyd and A.C. Gross. They call for a broader undergraduate education, with specialization in two or three fields, so that graduates will be equipped for the job flexibility that will certainly be necessary in the future.

That's not all the universities have to do to get off the hook, though. Almost a quarter of the graduates feel their jobs are of little if any social use and don't deal directly with people. The authors muse, "This is a notable phenomenon, given the share of respondents in teaching (and research) functions in universities and high schools. Incidentally, the scores for high school teachers are higher than for professors. Those who observe that honours students want to be (university) academics might interpret these responses by high school teachers as a rationalization for 'failure'. Or could it be that the generation and transmission of knowledge as expressed via research and teaching at universities are not seen as socially useful or dealing with people? The respondents' comments indicate that this impression exists especially in, but also outside, higher educational institutions. This lends support to the view of many that universities should consider 'reorienting their priorities' toward more socially useful ends."

Professors will have to mend their ways, too. Respondents complained about professors who encourage their bright undergraduates to go into graduate studies and return to teach. "Professors should refrain from trying to 'recreate' themselves and from influencing honours students only in the direction of university careers", admonish the authors, because the predicted drop in job openings at universities may be especially severe on Canadian science graduates. The study points out that compared with the U.K. and the U.S., a high proportion of Canadians are working in educational institutions and relatively few in industry. This is especially true for those holding Ph.D.'s. One of the study's recommendations for improving university-industry relations is for universities to seek out industrial leaders to "be involved at least in an advisory capacity in the planning of programs".

In light of the decline in positions in higher education, graduates interested in teaching would do well to consider high schools, the study advises, noting that almost 12% of British Ph.D.'s in science teach at the primary or secondary level. And Canadian respondents teaching in high schools considered their work of high social value. The authors do see obstacles to Ph.D.'s becoming school teachers: "Possible impediments...include required

Too much college

What I find wrong is the stark division now existing between the years of formal education and entry into the work of life. Education has become to a great extent a mere acquirement of a legal qualification to enter a closed profession; in place of being a process undertaken for its own sake...

Thus, by the time the student has reached middle high school on his way to college, he has already joined a sort of 'convoy' that moves slowly down the widening stream of education, always at the pace of the slowest. It sweeps along majestically, working puzzles, muttering declensions, answering quizzes and translating 'parlez-vous'.

Any ordinary bright boy could strike out from the convoy, like a sloop from a fleet, like a fast motorboat from among freighters, and distance it by two years. By the time the heavy convoy reached its goal, he would have been there already for years, married with one and a half children, an established position, whiskers, debts, life. He would watch the convoy discharging its spectacle neotypes, thirty years old, timid in the daylight, shuddering at life, having lived for thirty years on other people's money. That's a little exaggerated, but it's good enough.

Stephen Leacock, *Too Much College*, 1939.

pedagogical qualifications and the reluctance of school boards to hire people with 'too high' qualifications: but these barriers are not insurmountable."

Generally, the study sees jobs for future science graduates moving towards high school teaching, industry, international organizations and "ad-hoc, mission-oriented teams". Continuing education will become increasingly necessary, as will job mobility.

But the authors warn about the poor track record of previous manpower forecasts and their final advice to students is to "prepare for uncertainty by obtaining the kind of education which will make them adaptable to changing circumstances in the future. They should consider the idea of entering non-traditional fields or creating, in an innovative sense, their own job opportunities. They should realize the rewards (financial and non-monetary) which various settings offer. The final degree should not be viewed as the end of education, and curiosity coupled with a flexible attitude should guide graduates in their job search and job performance."

Buy Commerce futures

"I have every reason to believe," says Commerce Dean Andrew Berczi, "that for the rest of this seven-year cycle, which will be another five years, and for the next cycle as well, there will be even more interest in the

professional fields than there is now. I don't believe that there will be any major decline or depression and the demand for commerce students will be continuously growing."

Throughout the past two years, Berczi says, the tendency has been towards interest in the professions because of a general feeling among students that they will provide a more exciting and challenging future. A lot of those students, he warns, are in for a disappointment in that there is "a great deal of routine and tedious work even in managerial positions"; but he foresees no decrease in demand for commerce skills in the near future.

It may happen, he admits, that one of the commerce fields may become temporarily glutted, but he doesn't see that as a major problem for Sir George students because a large percentage of their program (66 out of 90 credits) is common to all disciplines. They should have the flexibility, he says, to handle the situation.

Automation, he continues, has not been coming on as quickly as was anticipated a few years ago and thus, in a period of stagflation - "periodic shortages and strikes with inflation but steady growth" - commerce skills will continue to be in demand.

Assistant dean, Harvey Mann, is even more positive about Commerce futures. "The vast majority of our BComm students get out of here and get a job," he says. "I haven't heard any complaints right across the board." And of MBA students he says: "I don't know of any that aren't gainfully employed." His estimate of gainfully employed, by the way, means "fairly lucratively paid, say \$16,000-18,000."

Mann sees no decrease in demand for commerce students over the next few years, especially in Quebec - although he warns that French will almost certainly be a prerequisite - and he would have "no doubts" about recommending commerce as a career.

Commerce, he claims, "has an advantage over any other faculty in that your avenues are open right across the board. The students are not groomed for any job, they're trained for the market." A few years ago, he maintains, the aim of education was to train people to think, but he feels that "that's falling off now, students must be both able to think and have some knowledge that may be practical later."

In order to further emphasize this practical aspect of their curriculum, the commerce faculty maintains an internship program, whereby MBA students without meaningful business experience can spend some time training with business firms as part of their course curriculum. Also, management professor Henry Tutsch is the head of Montreal Business Aid - a non-profit organization which attempts to give students practical training acting as advisors to small businessmen with commercial problems.

Canada Manpower, by the way, confirmed that commerce students are in great demand in the job market right now and ranked the different majors this way: accounting, finance, marketing, management, general business, economics and quantitative methods.

Success Story: Frank Sinatra



"A Pictorial History of Radio"

Unreliable job statistics

The following table comprises results of a survey of 1493 graduating Sir George students which was taken by the Guidance Office in June, 1972.

The results, we were warned, are less than reliable in that many students were not interested in finding work so soon after graduation and that the incentive to respond was greater for the unemployed student because the survey questionnaire was accompanied by an invitation to visit the Manpower Centre and seek further help.

Students surveyed: Response:	1493 469	Found Permanent Employment		Average Salary \$	Furthering Education Day or Evening
		NBR	%		
Arts:	220	69	31	6,751	93
Science:	96	39	41	6,671	41
Commerce:	90	47	52	7,717	41
Engineering:	50	16	32	8,733	7
Masters:	8	7	88	10,500	4
MBA	5	4	80	not reported	-

Arts is education, not a job certificate

"A good, solid academic record is always valuable," Arts undergraduate curriculum planning chief Nancy Taylor told us. "In certain areas, employers are requiring a B.A. or whatever when it really isn't necessary but on the other hand, most people have the opportunity to go on (and get the degree) if it's necessary." Question: Aren't we clogging up the place with people who are scared into coming for job purposes but don't honestly want to be here? "A student shouldn't be here unless he wants what an arts degree will offer which is simply an education but not specific job training. He should be aware of this from the beginning."

We asked Taylor if she considered job markets when drawing up curriculum plans with departments. If it was a sound *academic* venture, then chances are that it would pass the test, resources permitting, without job market figuring. But Taylor is interested in jobs, or rather how people will fit into jobs well. I really hope some day that a student will take one year off to work at *anything* before entering a liberal arts program, so that he really knows what his talents are," Taylor said. "Then what I would like to see is some kind of integrated program so that students can have a traditional academic program, and in addition, there is relevant job experience several hours a week so they work at what they think they like, to see what the job actually involves."

"We have that problem in psychology," Taylor told us, "with students who say they want to work with people. And then when they get out in an institution and have to deal with, say, the retarded children, or emotionally disturbed people, they often find that it's difficult to do and that this is not what they really want."

Nancy Taylor's experience is a case in point: She started out in her university career as a history student, ultimately taking an honours history degree. Then it hit her: psychology was what she wanted, without having taken so much as a single course in her undergraduate years. So she backtracked and worked on a psychology program which ultimately led to a doctorate in psychology. "I have never regretted all those years in education. Taylor said, "My years as a historian when I was an undergraduate are still relevant to me now."

Is today's student getting as much out of university as you did, we asked Taylor? "I find the good student — the motivated student — finds today what we found in our day. Sure, in our day, there were lots of people who wasted their time totally, the people who managed to scrape through with the equivalent of 20 Ds," Taylor said. "It's an art, you know, to graduate with 20 bare passes."

Should a university, we asked, be considered a job training institution? "I believe the main advantage of an arts education is that it broadens the mind and acquaints the student with the major problems and kinds of thinking in many areas; and that one acquires specific training for specific careers in graduate training or on the job."

"As a psychologist, I suppose I'm biased because actual job training is done at the graduate level, especially in the applied area, since undergraduates, especially in the English speaking system are not given that kind of experience," she told us.

We asked Taylor what the curriculum planning committee's job is. After figuring out whether or not a program will work with the limit of a 15 credit system, the question is asked: "Does this represent a good education?" Another

question: "Is it too specialized?" Another: "Is the program possibly misleading" — for instance, "a major or honours program advertising itself as preparation for a specific career when in fact it isn't," Taylor told us.

"You have to be very careful about that."

Shop for engineers

Career sections of daily newspapers right across the country are reflecting a tremendous demand for engineers, and things are likely to continue that way according to engineering assistant dean for undergraduate studies, Douglas Hamblin.

There may be occasional market fluctuations over the next few years, he feels, but it's unlikely that there will be any radical reduction in demand. More specifically, he says, the market may be saturated for short periods but jobs will always be opening up. Although some people won't always get the jobs they want right away, that shouldn't matter too much because statistics show that about 50 percent of engineers change specialties after graduation anyway. And, as he sees it, someone with an engineering degree isn't really an engineer — it takes experience and practical exposure before that happens.

"The main purpose of a B. Eng.," he says, "is to train people to think logically" and to give them a solid background in their subject. "We're not producing technologists — people who go out and do things in industry" because people of that sort have much narrower training and need much more supervision, he explains. Instead the goal of the faculty is to deal with principles which can be applied to entirely new situations ten years hence as well as to existing problems.

To this end, he goes on, all Sir George engineers have 14 of their 36 credits in common, and he personally recommends that any beginning student who has no passionate attachment for any other department seriously consider mechanical engineering because it is the most general discipline and combines many of its courses with the civil and electrical departments.

"But definitely," he says, "I would recommend engineering to anyone who is interested in the subject. Basically the applied science area, or even any of the professions, are not as drastically affected by fluctuations in the job market as are the research areas."

What about the graduating engineer, we asked. Should he go on to get a higher degree, or go into industry?

Definitely, he said, he would choose industry. And he went on to tell us that he had been the head of a research lab as a B. Eng. and that he had decided to get a Master's much later only so that he could teach. "But," he emphasized, "it didn't make me a better engineer or a better teacher." He also explained that from his point of view it was better for a graduating engineer to work for a large company rather than a small one, at least initially. That way, he said, there is more chance for diversity, and the engineer can move around more whereas in a small company, if all they do is design sprockets, that's all he can do.

Furthermore, he said, every engineer should spend at least two years on the shop floor to get a feel of what's going on. Again drawing on his own experience, he told us that for the first six weeks of his industrial life, he spent all his working time filing the end of copper conductors — and at a salary of 26 shillings (then about \$4.50) per week.

Percentages of 1973 graduating students who visited the Manpower Centre for help in finding a job:

Arts	31%
Commerce and MBA	87%
Science	57%
Engineering	100%

At the moment, he says, the only way for Sir George engineers to get industrial experience while going to school is through a program called Industrial Parallel Studies. Until two years ago, he explained, the faculty required every engineer to do his last two years as a full-time student. Now the regulation has been modified somewhat to allow students to work up to 20 hours per week and finish the program a year later. As yet very few students have taken advantage of this opportunity, but he expects its enrollment to burgeon as time goes on.

Hamblin also takes issue with the common assumption that engineering is a narrow, technical discipline with little range for the student. Large numbers of engineers, he emphasizes, get into managerial positions and, as an example, he points to recent Sir George graduate Tony Marcil, who now holds down a key position with a carpet factory in Belgium.

Canada Manpower reports that engineers in all disciplines, including computer science, are moving well, and that earlier fears that the electrical branch might be a little slow seem completely unfounded.

Success Story: George Burns and Gracie Allen



Corny Engineers

Engineers have their own 'corn-hog' cycle. Salaries go up. Students flood in. Students hit the market. Salaries go down. Students flood out. Several years later there is a scarcity of newly trained engineers. Salaries go up. And so on, seemingly ad infinitum. The length of the 'production period' interferes with smooth adjustments. The current direction for engineers is up.

College Graduates and Jobs,
the Carnegie Commission on Higher Education

South of the Border: The Ph.D. as dishwasher?

It's not unemployment that will hound future university graduates so much as underemployment of talent. That's the view of the Carnegie Commission on Higher Education in its 1973 report on college graduates and jobs. The report pits predictions that only 20% of jobs in the 1970's will require post-secondary education against their own estimates that two-thirds of the 18-21 age group will eventually take post-secondary educational training. For an estimated 75% of graduates there will be no problem: they'll be the lucky ones "who will replace persons withdrawing from the labor market and who will take jobs in expanding occupations which are now normally filled by college-trained persons..."

But the remaining 25% (predicted to be 2.6 million people) face having to take jobs "that will not, and perhaps cannot be raised to the level of their capacity". This is happening already, the report points out, citing nearly 30% of male four-year college graduates who are in "blue-collar, sales, and clerical jobs, many of which do not make full use of their education". The labor market has been coping with the problem to some extent by "educationally upgrading" jobs - that is hiring college-educated employees for jobs not formerly requiring post-secondary education.

But controversy has begun to rage over the distinction between hiring and requiring. The commissions sees "some justification" in charges that employers are making inappropriate educational demands and further puts forth the possibility that employers using degrees as a screening process might be responsible for the statistical excess of college trained workers.

The United States Supreme Court obviously took at least one such charge seriously. In a 1971 case, *Griggs et. al. vs. Duke Power Company*, the court handed down a decision calling for "the elimination of artificial, arbitrary and unnecessary barriers to employment that... cannot be shown to be related to job performance" as well as "devices and mechanisms... unless they are demonstrably a reasonable measure of job performance". The decision required further that "any tests used must measure the person for the job and not the person in the abstract." The Carnegie report says this decision may have a major impact on the future manpower situation: "This doctrine, if extended into practice, will reduce the felt necessity of young persons to get a degree when a degree is an artificial requirement for the job in question; more jobs will be open without formal advance certification."

The report points out, too, that educational upgrading (or occupational downgrading) may not be all bad. It cites increased applications from the college educated to police departments, some of whom recognize advantages in policemen who have had some training in an analytical approach to decision-making. But debate brews here too. "On the other hand, in Berkeley, California, which has long required two years of college for patrolmen and which has been known as the city of 'college cops', several members of the city council recently proposed reducing the educational requirement to high school graduation in order to get more blacks onto the police force. The proposal was rejected but is still a matter of controversy."

Come what may, the report exudes good old-fashioned American optimism: "The United States is very fortunate in that there is no tradition of a one-to-one relationship between a college education and the jobs that are considered

acceptable by the college-educated... The American tradition of the dignity of hard labor is a great national asset, as is the tradition of the worthiness of any useful position. We have a relatively 'democratized' occupational structure, without clear class lines."

Science: The prospects look good

"The job outlook in most areas is very good," science dean Roger Verschingel told us when asked about science graduates' job prospects in the years to come. Peoples' needs are being redefined, he told us. "The actual needs for manufacturing products will still be there but there will be a lot more monitoring and a lot more innovation to try to curb the undesirable effects of production that this society demands."

The dean said that if we want to maintain current production levels, many more people will be engaged in making sure that this level doesn't continue to bring on the current deterioration of the environment. He gave us some specifics: "There will be a large need for people in the biological and chemical sciences," he said. "At the same time, there will have to be physical operations and plant operations - efficiency will have to be increased," he explained. "The richer the ore body, the less incidence of toxic material."

Verschingel said that we're in a period of optimizing our current resources and efficiency in manufacturing. "The total level of manufacturing will not probably increase because they still haven't solved all the environmental questions."

Do you think that ecological cleaning jobs will figure prominently in the next few years, we asked the professor. "Well," he answered back, "it's easy to clean things up - you simply don't produce anything any more. The question is to maintain the same levels of goods and at the same time minimize these effects on the environment," Verschingel said. "And that will require a lot of personnel, depending on how serious they are about defending the environment." This really depends on government action, he said, because industry will only be as serious as the government of the day is, no more than that.

That won't be easy, according to Verschingel: people will insist that industry produce the same services without the problems. But, as the dean points out, getting people to curb the excesses of the North American lifestyle, like driving in absurdly proportioned cars, will be difficult: "People will systematically vote governments out that try to implement curbs and I don't think any government has the guts to do it. Consumption actually is increasing now because more people want access to all these products."

Some of the extreme aspects of consumption - driving at excessive speeds and waste - will be given up, he said. "It will no longer be a matter of optimizing profit," Verschingel told us, "it will be a matter of optimizing quality now."

Sir George's science faculty, with some exception, is geared to providing industry with B. Sc's, rather than candidates for graduate schools. Where will future graduates be going? "It's an impossible question," Verschingel offered. His guesses: Geologists to mineral exploration; biologists, because of new concerns with bio-systems and pollution, will be much more involved

with industry than in the past; analytical chemists will be much more involved with industrial control processes than ever before; mathematicians and physicists, where they lean towards engineering fields, will be in good shape.

Talk tax too

James Whitelaw, the man in charge of academic planning at Sir George, thinks Quebec universities have it pretty good where relations with the provincial government are concerned. He points out that "there are more opportunities for participation on the various councils and committees than many people think", and he's heard words of praise for Quebec from educators experienced in dealing with other provincial and state governments here and in the U.S.

We asked him what pressures Quebec puts on universities in determining their programs. He observed that while some academics, particularly in arts, probably "think any government guidelines are too many", his own view was that decisions made by the Council of Universities' Committee on New Programs had been reasoned ones, based on criteria of quality and 'opportuneness'.

For example, when Sir George first submitted its proposal for a master's degree in Teaching English as a Second Language, the council's response was that it would make more sense to first offer a B.A., thereby ensuring a sufficient number of qualified applicants to a later M.A. program. Once the B.A. program was established, the M.A. was acceptable (in fact, the program was approved just last week).

Whitelaw noted that some of the council's decisions might be open to question, citing their rejection of a cinema program at Laval on the grounds that all the cinema action in Quebec was in Montreal. But he confessed that his thinking had to be tempered by the fact that he's a taxpayer as well as an academic planner.

As a taxpayer, Whitelaw looked favorably on some of the government's attempts to combine university resources. And professionally he felt "combination, in many cases, can result in better courses". One such combination involves Sir George. McGill came up with a proposal for a Ph.D. in management at about the same time as Sir George was planning a doctorate in business administration. Quebec preferred to see a joint program among the two universities and the U of M's Hautes Etudes Commerciales.

Was that because they were taking future manpower needs into consideration? "In this case, the government is putting a limit on numbers by approving one program instead of three," Whitelaw said. "They're also looking at output, and if a particular program has only produced a handful of graduates over five years, they're going to take a hard look at it." In the main it seems to be the costly programs the Education Ministry wants to control through combining resources. Through sectorial studies they're examining engineering, law and health sciences.

Should there be more controlled correlation between university programs and projected manpower requirements? Whitelaw neither favored nor foresaw the kind of control that would determine, for instance, that there is room in Quebec for only 10 painters and strictly limit the number of fine arts students accordingly. "It's a question of how much you have to protect the student from himself," he said, asserting that English universities haven't equated undergraduate education with full-fledged professional training to the extent that the French have.

Whether Sir George students expect their university studies to link directly to jobs is hard to tell. Whitelaw mused that the increased interest in fine arts could mean a growing concern with creative freedom. But no neat trend emerges. Said Whitelaw: "At the same time there's a tremendous swing towards commerce. Yet apparently this may not be the case with engineering. Students are going into fine arts, but the flood into philosophy and religion we anticipated hasn't happened."

Correction

We said that there would be 50 - 100 jobs going at Canadian Pacific. We seem to have suffered from conflicting stories and CP's employment office says nothing's going. Our deep apologies.

No jobs for streakers with the FBI

We haven't seen any good streaking lately, but should you be prompted once warmer weather comes, consider this. The Associated Press reports that the FBI has taken its stand. "If a student has such an act on his record - while it might have all been in fun - it could possibly affect his future forever... A streaker could never be hired by an outfit like ours. And several large companies are now not even taking applications from students with this kind of record."

eral arguments' that will not hold - arguments that they 'would never have suspected' without supernatural help - are physicists of questionable competence."

This was a new psychological analysis of a physicist, which, being very frank with you, I was not aware of, being a physics student myself. I hoped that Professor Wise had studied Physics, so he could do research only on arguments that will hold (he would have to know that in advance), arguments that he will always suspect, so he could solve all the physics problems and then maybe reach Einstein's level and if he worked really hard - become God? That way, he would never be a physicist of questionable competence. Since he studied psychology I would like to see him do some research on hysteria.

Christos MELAS
Science

Assistant dean of students Doug Insleay says Wise has his facts wrong.

Notice to associate professor Roy Wise: He who is embarrassed by the superficial institutions (e.g. Sir George Williams University) has but to submit his resignation and seek employment elsewhere. He might be less embarrassed if he took the effort to find out that the handicraft sales on the Mezzanine do indeed finance student scholarships and support the student emergency loan fund and animation activities. We would even be pleased to raise funds for the psychology department.

Doug INSLEAY
Asst. Dean of Students

Following is John Rossner's letter to the rector:

Dear Dr. O'Brien:

As you know I - and two other professors from this University in the Physics Department, Dr. Smith and one physicist who wants to remain nameless - have recently been on the receiving end of an unprovoked attack in *Issues & Events* by Associate Professor Roy Wise of the Psychology Department. It is extremely distasteful to me personally to have to respond to this kind of thing, but in the interests of accuracy and justice to myself and my colleagues I have done so. A copy of my printed reply is enclosed. That reply - but not the present letter - was published.

There is a further point requiring clarification. The original article on my work stated erroneously that Dr. Smith and I were involved in "...setting up..." an institute for research in parapsychology and parapsysics "...here at Sir George". (This is misleading - although I wish it were true! For there is indeed a real contribution that such a S.G.W.U. based institute might make - at the frontiers of research today in the arts and sciences.)

The truth of the matter is that the institute mentioned is another professional association - designed to bring together those already involved in various

aspects of parapsychological and parapsysical research from the standpoint of different particular disciplines, i.e. biology, physics, chemistry, medicine, psychology, psychiatry, anthropology, and religious studies. Dr. Smith and I are involved in this, but it will belong to no particular university, or department, and will have qualified members from all. It is both international and interdisciplinary.

Parapsychology as it is constituted today is not a branch of psychology, but as Dr. Gardiner Murphey has said, is a new field in itself, engaging persons from many disciplines as professional psychic researchers. I have no desire for a feud with anyone or any departments in this university, but merely to pursue in academic freedom a new and recognized sub-division of studies in the religion field - parapsychology of religion - in the interests of both good scholarship and more informed teaching.

It is a pity that some persons should feel threatened by this. But as you know there are many different, actually conflicting, schools of thought and methodological premises both in contemporary North American psychology and in academic religious studies. It is really the job of good scholarship to represent all

of these positions fairly for what they are worth. Yet sometimes individuals overly dedicated to one or another of these positions to the exclusion of all others will become a bit defensive, and academic in-fighting is the result. It is particularly unfortunate when vitriol accompanies this.

However as you know it would be extremely detrimental to any of our educational institutions if this were allowed to curtail significant scholarship or academic freedom. The uninformed reductionist assumptions of anyone here - or in any other university - must never be permitted to thwart the pursuit of new fields as long as they are really solid ones. Parapsychology today has solid credentials when one knows the latest data.

Those who try to thwart this field at this point are invariably dealing from ignorance and acting in advance of knowing anything at all about the subject or the recent results from controlled experiments and ethnological studies alike. Many good universities in North America and Europe are - in various departments - offering courses in religious and other aspects of the subject. In the U.S. there are over 200 reputable scientists and a score of research laboratories involved in the controlled experimental pursuit of

Correction

We erred in reporting that a parapsychology and bio-physics research institute would be established at Sir George. Drs. Smith and Rossner anticipate starting up a separate institute without Sir George affiliation. Our apologies to those concerned.

parapsychology. The whole psychic research field is becoming recognizably important now in its implications for all of the humanities, sciences, and social sciences - as well as religious studies - in the immediate years ahead. It is an interdisciplinary probe of the human mind-body-nature paradox that we can not afford to set aside at this juncture.

Perhaps this correspondence in *Issues & Events* - in spite of the discordant note struck in Dr. Wise's letter - will at least have performed the service of apprising the Sir George community of some of these facts. Positive reactions received so far by Dr. Smith and me from other faculty members and students would substantiate this hope.
Sincerely yours,
John Rossner
Associate Professor of Religion

continued from page 1

never thought of getting out. I like Montreal. It's my home. I think it's a nicer place than Toronto."

But, he continued, "Art presupposes leisure." And he pointed out that since about 1967 there hasn't been that much money in Montreal and the art scene has suffered. There are other problems here too: The Museum of Contemporary Art is closed until 1975 and, he suggested, there may even be more city galleries closing.

"There's a curious lack of communication. Most people who work here feel very isolated." But, perhaps most damaging of all, he continued, is the city's attitude: They wouldn't even put a bus stop shelter in front of the museum despite the fact that people often had to wait half an hour for a bus.

But the city, according to Fox, has far more than that to account for. In fact, he said, it's already almost too late to save it. "This could be a very beautiful city, especially the area between Atwater and Bleury Streets." He emphasizes that it is one of the few cities in the world where one can live "and live well", within walking distance of his office but complains that we now have nothing more than "a city of parking lots".

That doesn't mean, he said, that he wants to preserve every building over 50 years old - "I would prefer them to pull Windsor Station down and put up something really beautiful" - but he particularly misses



the trees which used to line Guy St. "not so long ago".

The building which houses his own studio, he said, may face the wrecker's ball as soon as some major corporation or the other meets the present owner's price.

But things may not be as black as they seem. There are a lot of people doing good work in Montreal. "This year's student art show (currently in the galleries) is one of the best I've seen since I've been here." And the economic situation is beginning to ease. "It's just that Montreal was at one time the only place in Canada where anything was going on. Now, in some senses, we've got to catch up."

Pre-registration information

During the rest of March and all through April Professor L.P. Singh will be in his office in the Hall Building Room H-660-5 to aid students with pre-registration for Majors in ASIAN STUDIES. Evening students will be allowed to pre-register for as follows:

Monday - 10:30 to 12:30 & 2:00 to 5:00
Tuesday - 10:30 to 12:30
Thursday - 10:30 to 12:30
Telephone: 879-5875.

Psychic happening at Vanier

Religion professor John Rossner — dare we mention the name — is speaking at Vanier College about religion and psychic phenomena during Vanier's psychic phenomena week-long symposium, running Monday to Friday, April 1 through 5. Rossner will be speaking April Fools Day.

The symposium looks like it could be interesting: people who think there's something in psychic phenomena will be matched against people like Donald Hebb of McGill who, as the program notes, "will examine phenomena in the light of scientific knowledge." Other topics: Kirlian photography - by which pictures of energy transfer can be made — will be discussed by Jan Merta; hypnotism and exorcism will be discussed; Dowsing; I Ching; palmistry and so on. For all the dope, contact Vanier's social animators at 333-3911. Vanier's a bit of a hike from the old Hall Building — 821 Ste-Croix Blvd., Ville St. Laurent — but then, psychokinesis may get you over the hurdle.

Last call for Gerber's

Allan Gerber who fathered "Big Bad Mama" and who got a terrific send off when he started out singing at Sir George has come back to town but you'll have to hurry to catch him at the Hotel Nelson because his engagement is up on the 31st.

Gerber was introduced to Montreal a few months ago through his performances at Sir George, the Rainbow Bar & Grill and the Hotel Nelson.

Born and raised on Chicago's South side in the tradition of the American blues artists, Allan has made homes from Hollywood to rural Vermont, from Toronto to Memphis Tennessee. Many Montrealers are already starting to claim Allan as one of their own. Witness their reaction to his French rendition of the Piaf classic, "Milord."

Previously lead singer for Paul Rothchild's successful rock band "Rhinoceros", he signed to Leon Russell's Shelter Records. Gerber recorded a hit single "Who's Afraid of the Big Bad Mama" and toured the South with Leon Russell.

With his Barrelhouse rock and roll piano, his folk guitar, his blues voice from the gut, this time Gerber promises to give us a taste of his tangy country fiddle.

And from Tuesday, April 9th to Sunday, April 20th, Montreal's most promising young artist, Lewis Furey returns to the Hotel Nelson with a new show.

Lewis is one of the most exciting singer-songwriters working in Cabaret theatre. A few months back, audience and press response was wildly enthusiastic about his shows at The Rainbow and The Evêché.

Concordia
?

Summer women's studies

A new departure for Sir George's summer session tradition comes this year when the Summer Institute in Women's Studies gets off the ground. The institute director is Joanne Morgan of psychology.

We've got the jump on what promises to be a popular institute, so here's some of the institute's highlights:

Political economy of women's work focusses on women's sex roles, work and the family, from a Marxist perspective. The course will be conducted by Margaret Benston of Simon Fraser who's written *Political Economy of Women's Liberation*. The course should be of interest to liberation strategists.

Two other courses of note: Women and Psychology which is described as an attempt to have a critical analysis of psychological counselling for women from a feminist perspective. The other is Mental Health - Mental Illness which will investigate the politics of mental illness from a feminist perspective. The courses will be taught by Phyllis Chesler, who comes from City University of New York. Chesler is currently working in collaboration with R.D. Laing on a book tentatively called *Conversations*.

Other courses, this time devoted to the religion side of things: Images of Women in Antiquity and the Jewish and Christian Traditions; The Changing Image of Women in Modern Ideologies. Both are being conducted by Rosemary Ruether of Harvard and Howard Universities. Some of the books she's written include *Communion is Life Together* and *The Radical Kingdom*.

The courses were introduced, say organizers, because "the systematic study of women has been neglected by all other disciplines".

CHEAP THRILLS: Two free evenings of experimental super 8, regular 8 and 16 mm productions — the "best of" the growing crop of SGWU filmmakers.

films

**SGWU.
CINEMA
STUDENTS'
FILMS
FRIDAY
SATURDAY
APRIL 5&6
8-30 H-110
FREE**

Judy Buckner

1974-75 NRC Awards

The National Research Council recently released the list of awards to Faculty members for 1974-75. Sir George Williams University received a total of \$458,876 a 25.7% increase over last year.

The breakdown by Faculty and Department is as follows:

Faculty of Engineering	\$304,865
Civil	66,500
Electrical	120,165
Mechanical	87,700
Computer Sc.	30,500
Faculty of Science	\$101,911
Biological Sc.	31,715
Chemistry	27,500
Mathematics	24,796
Physics	17,900
Faculty of Arts	\$46,000
Psychology	46,000
Faculty of Commerce	\$6,100
Quantitative Methods	6,100

RING DEM BELLS (ONE MORE TIME): Gary Cooper, Ingrid Bergman, Akim Tarniroff and Katina Paxinou in a fine, respectful adaptation of Hemingway's novel of the Spanish Civil War. "For Whom the Bell Tolls" was one of the most sensational and popular films to come out of wartime Hollywood.

SGWU THIS WEEK

Notices must be received by Wednesday noon for Thursday publication. Contact Maryse Perraud at 879-2823, 2145 Mackay St. in the basement.



thursday 28

UNIVERSITY COUNCIL ON STUDENT LIFE: Meeting at 4 p.m. in H-769.

INTERNATIONAL PHILOSOPHY CONFERENCE: "Phenomenology and the Crisis of Western Culture" today discusses "Les valeurs en procès: leurs assises irréductibles" starting at 9 a.m., U of M, édifice des sciences sociales, A-2285.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Ugetsu Monogatari" (Mizoguchi, 1953) (English subtitles) with Machiko Kyo and Masayuki Mori at 7 p.m.; "Elmer Gantry" (Richard Brooks, 1960) with Burt Lancaster and Jean Simmons at 9 p.m. in H-110; 75¢ each.

CHAPLAINS: Service with Rev. Arijan Groeneveld, 11:45 a.m. to 12:30 p.m. in Graduate Students Lounge, 7th floor.

KARMA COFFEE HOUSE: Steve Finchman at 9:30 p.m. nightly, 1476 Crescent; \$1.50.

GALLERIES: Undergraduate Show, through April 2.

friday 29

HISTORY DEPARTMENT: William Hinton on "Peasants in the People's Republic of China: Social Transformation in the Countryside" at 8 p.m. in H-635.

INTERNATIONAL PHILOSOPHY CONFERENCE: "Phenomenology and the Crisis of Western Culture" today discusses "Libération de l'homme par l'esthétique?" at 9 a.m. in H-110 and "Alienation-Belonging" at 2 p.m. in H-635.

BLACK STUDENTS UNION: Guest speaker Abdul Alkalimat, director of Afro-American Studies at Nashville's Fisk U., at 6:30 p.m. in H-937.

CONSERVATORY OF CINEMATOGRAPHIC ART: "Fahrenheit 451" (François Truffaut, 1966) with Julie Christie and Oskar Werner at 7 p.m.; "Wuthering Heights" (William Wyler, 1939) with Merle Oberon and Laurence Olivier at 9 p.m. in H-110; 75¢ each.

KARMA COFFEE HOUSE: Steve Finchman at 9:30 p.m. nightly, 1476 Crescent; \$2.

TURKISH CULTURAL ASSOCIATION: Turkish lessons at 7 p.m. in H-417.

STUDENT INTERNATIONAL MEDITATION SOCIETY: Introductory lecture on transcendental meditation at 8 p.m. in H-1221.

HILLEL: Cheryl Moch, N.Y. Jewish women's consciousness raiser, on "Liberation of North American Jewish Women" on CRSG at 11:30 a.m. and talks 12:00 - 2 p.m. at 2130 Bishop.

saturday 30

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Sound and the Fury" (Martin Ritt, 1959) with Yul Brynner, Joanne Woodward, Margaret Leighton and Stuart Whitman at 7 p.m.; "Ulysses" (Joseph Strick, 1967) with Milo O'Shea and Barbara Jefford at 9 p.m. in H-110; 75¢ each.

KARMA COFFEE HOUSE: See Friday.

BLACK STUDENTS' UNION: Dance in the cafeteria, to the rythm of the Trinidad Playboys, beginning at 9 p.m. Admission: \$2.

sunday 31

CONSERVATORY OF CINEMATOGRAPHIC ART: "Hiroshima, mon Amour" (Alain Resnais, 1960) (English subtitles) with Emmanuele Riva, Eiji Okada and Stella Dassas at 7 p.m.; "Tom Jones" (Tony Richardson, 1963) with Albert Finney, Susannah York, Hugh Griffith and Edith Evans at 9 p.m. in H-110; 75¢ each.

KARMA COFFEE HOUSE: See Thursday.

monday 1

ELGAR CHOIR: Open rehearsal (German Requiem, J. Brahms) 7:45 - 10:15 p.m. in D.B. Clarke Theatre; free, first-come, first-served.

CHAPLAINS: Service with Rev. Peter Macaskill, 11:45 a.m. to 12:30 p.m. in Graduate Students Lounge, 7th floor.

ARABIC CLUB: Meeting at 6 p.m. in H-617.

tuesday 2

CONSERVATORY OF CINEMATOGRAPHIC ART: "A Bout de Souffle" (Jean-Luc Godard, 1960) with Jean Seberg and Jean-Paul Belmondo at 8:30 p.m. in H-110; 75¢.

CHAPLAINS: Liturgical expression (Eastern Orthodox Morning Prayers) with Fr. Ihor Kutash, 11:45 a.m. to 12:30 p.m. in Graduate Students Lounge, 7th floor.

wednesday 3

KARMA COFFEE HOUSE: Jesse Winchester at 9:30 p.m. nightly, 1476 Crescent; \$1.50.

STUDENT INTERNATIONAL MEDITATION SOCIETY: Introductory lecture on transcendental meditation at 3:30 p.m. in H-615.

CHAPLAINS: Liturgical Expression (Catholic Mass) with Fr. Don Carver, 11:45 a.m. to 12:30 p.m. in Graduate Students Lounge, 7th floor; also spiritual dialogue at 2 p.m. in H-643.

thursday 4

CONSERVATORY OF CINEMATOGRAPHIC ART: "For Whom the Bell Tolls" (Sam Wood, 1946) with Gary Cooper, Ingrid Bergman, Akim Tarniroff and Katina Paxinou at 8 p.m. in H-110; 75¢.

CHAPLAINS: Service with Rev. Arijan Groeneveld, 11:45 a.m. to 12:30 p.m. in Graduate Students Lounge, 7th floor.

KARMA COFFEE HOUSE: See Wednesday.

GALLERY II: Graphic design, through April 11.

friday 5

CINEMA SECTION: Free screening of the best of SGWU cinema students' films at 8:30 p.m. in H-110; tomorrow too.

KARMA COFFEE HOUSE: Jesse Winchester at 9:30 p.m. nightly, 1476 Crescent; \$2.

TURKISH CULTURAL ASSOCIATION: Turkish lessons at 7 p.m. in H-417.

ARTS FACULTY COUNCIL: Meeting at 1 p.m. in H-769.

Puzzle

by Ken Webb

Josiah Quincy Smith is graduating from Sir George this year in the commerce faculty and hopes to work for a bank. He's curious how he's changed since birth, so he does the following analysis.

His name represents his basic identity, assuming such a thing does exist. His parents, Charley Marlboro Smith, and Susan Anne Simpson, represent early influences on that identity. Josiah decides to eliminate any letters in his name not contained in that of one of his parents. Thus his name shortens to *Osiash Uncy Smith*.

He next eliminates letters not contained in his former elementary and high schools, *Raven Hill Elementary*, and *Annabel Usher High*. This reduces his name to *Siah Uny Mith*.

Lastly he does the same with *Sir George Williams University*, leaving him the name *Sia Uny Mit* upon graduation.

You already know the job Sia wants. What's the shortest title or description of that occupation containing all the letters of Sia's latest identity?

Try the same thing with your own name and personal history.

Answer to last week's puzzle

student	last year	this year
Anne	2.50	2.00
Brad	2.00	2.60
Carl	3.50	2.50
Debbie	3.25	3.25
Eddy	2.60	3.50

ISSUES & EVENTS

Published Thursday by the Information Office of Sir George Williams University, Montreal 107. The office is located in the basement, 2145 Mackay Street (879-4136). Submissions are welcome.

John McNamee, Maryse Perraud, Michael Sheldon, Malcolm Stone, Don Worrall, Joel McCormick, editor



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